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ABSTRACT

The ultimate purpose of the language arts standards presented in this document is to ensure that all students be offered the opportunities, the encouragement, and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society. The language arts standards in this document are organized into four areas: (1) reading; (2) writing; (3) listening and speaking; and (4) viewing and presenting. Each area provides skill level standards by grade levels, including: Readiness (Kindergarten); Foundations (Grades 1-2); Essentials (Grades 4-8); Proficiency (Grades 9-12); and Distinction (Honors). The document also notes that: interdependent language arts skills and processes should be taught in a variety of learning situations; multiple assessment methods should be used to evaluate a student's knowledge base and application of language arts skills; and assessment tasks should reflect those experiences encountered in the home, community, and workplace. Contains a table and a 51-item glossary. (EF)

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Language Arts Rationale: A Vision for Arizona's Students.

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CS 217 444

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Language Arts Rationale

A Vision for Arizona's Students

Arizona's students must be able to communicate effectively in their schools and communities. The communication skills of reading, writing, listening, speaking, viewing and presenting form the core of language and literacy. The ultimate purpose of the following language arts standards is to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society. The language arts standards presented in this document are organized into four areas:

- Reading
- Writing
- Listening and Speaking
- Viewing and Presenting

Reading, writing, listening and speaking are commonly recognized as language skills. Visual communication skills have long been applied in language arts classrooms through the use of media and visual resources. However, with the increase in the availability and variety of media, students are faced with numerous demands for interpreting and creating visual messages. In this document, viewing (interpreting visual messages) and presenting (creating visual messages) are the two aspects of visual communication. Resources available for teaching visual communication range from charts, graphs, and photographs to the most sophisticated electronic media.

The interdependency of reading, writing, listening, speaking, viewing and presenting requires that language arts skills be integrated in two ways:

- Within language arts
- Across other content areas

Students use language skills to understand academic subject matter and to enrich their lives. They develop literacy at different rates and in a variety of ways. Consequently, interdependent language arts skills and processes should be taught in a variety of learning situations.

Assessment of language arts skills and processes should be comprehensive, authentic and performance based. Multiple assessment methods should be used to evaluate a student's knowledge base and the application of reading, writing, listening, speaking, viewing and presenting.

Assessment tasks should reflect those experiences encountered in the home, community and workplace. Issues concerning assessment of specific populations pose complex questions with

no simple solutions. As programs and assessments are developed, these issues must be resolved to enable all students to meet the standards.

In conclusion, the standards in the language arts framework form the core of every student's ability to function effectively in society. Students will need a wide repertoire of communication strategies and skills to succeed as learners, citizens, workers and fulfilled individuals in the 21st century.

Table 1. Language Arts Standards

STANDARD 1: Reading

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

STANDARD 2: Writing

Students effectively use written language for a variety of purposes and with a variety of audiences.

STANDARD 3: Listening and Speaking

Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.

STANDARD 4: Viewing and Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

LANGUAGE ARTS STANDARDS AND PERFORMANCE OBJECTIVES

STANDARD 1: READING

(adopted by the State Board of Education 07.08.96)

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

READINESS (Kindergarten)

Students know and are able to do the following:

- **R-R1. Identify characters in a story and retell stories in sequence**

  After listening to a selection:

  PO 1. Identify main characters

  PO 2. Retell storyline in sequence

- **R-R2. Predict elements and events in a story**

  After listening to a selection:

  PO 1. Make predictions based on title, cover, illustrations, text

- **R-R3. Identify facts in nonfiction material**

  After listening to a selection:

  PO 1. Identify facts from nonfiction material

- **R-R4. Use phonetic skills to decode simple words**

  PO 1. Identify consonant sound/symbol relationships in the context of words

- **R-R5. Comprehend the meaning of simple written selections, using prior knowledge, letter/sound relationships and picture clues**

  PO 1. Demonstrate an understanding of print concepts (e.g., directionality, pictures, letters, words, return sweep, book handling skills)

  PO 2. Derive meaning from picture clues

  PO 3. Derive meaning from illustrations/print using prior knowledge/experience

  PO 4. Derive meaning from print using sound/symbol relationships

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **R-F1. Use phonetic skills to decode words**

  PO 1. Decode words in context using beginning, middle and final letter/sound relationships

- **R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections**

  PO 1. Derive meaning from a written selection using reading/decoding strategies

  Phonetic clues
  Context clues

Picture clues
Word order
Structural analysis (e.g., prefixes, suffixes)
Word recognition

- **R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction**

  PO 1. Draw conclusions based on the text

  PO 2. Restate information from a reading selection

  PO 3. Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection

  PO 4. Identify cause-and-effect relationships

  PO 5. Differentiate fiction and nonfiction texts

- **R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature**

  PO 1. Identify the main idea and relevant facts in a reading selection

  PO 2. Sequence a series of events from a reading selection

  PO 3. Compare characters in a reading selection (e.g., traits, roles, similarities, differences)

  PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection

NOTES

- **R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text**

  PO 1. Compare characters, plot (including sequence of events), settings across reading selections

  PO 2. Explain whether the events in the reading selection are real or fantasy

  PO 3. Describe structural elements of poetry (e.g., rhyme, rhythm, repetition)

  PO 4. Describe the literary elements of fiction and nonfiction

- **R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets**

  PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning)

  PO 2. Restate information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)

  PO 3. Compare information in written advertisements

  PO 4. Fill out a variety of forms (e.g., contest entry, requests for information)

- **R-F7. Follow a list of directions and evaluate those directions for clarity**

  PO 1. Follow a set of written directions

  PO 2. Evaluate written directions for sequence and completeness

- **R-F8. Recognize the historical and cultural perspectives of literary selections**

  Note: ***For instructional purposes—not for state assessment***

  PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures

  PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures

  PO 3. Recognize that some words in literary selections come from a variety of cultures

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print**

(Grades 4-5)

PO 1. Identify root words

PO 2. Infer meaning of words in a selection through knowledge of prefixes and suffixes

PO 3. Confirm meaning of words using context clues

(Grades 6-8)

PO 1. Identify the effect of prefixes and suffixes on root words

PO 2. Confirm meaning of figurative, idiomatic and technical language using context clues

- **R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections**

(Grades 4-5)

PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text

PO 2. Distinguish fact from opinion

PO 3. Summarize the text in own words **(assessed at district level only)**

PO 4. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)

PO 5. Determine cause-and-effect relationships

PO 6. Identify the text in chronological, sequential or logical order

PO 7. Make an inference using contextual clues

(Grades 6-8)

PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text

PO 2. Distinguish fact from opinion

PO 3. Summarize the text in own words **(assessed at district level only)**

PO 4. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)

PO 5. Determine cause-and-effect relationships

PO 6. Summarize the text in chronological, sequential or logical order

PO 7. Predict outcome of text

- **R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection**

(Grades 4-5)

PO 1. Distinguish the main characters from the minor characters

PO 2. Summarize the plot line to include cause and effect

PO 3. Explain the interaction of major and minor characters in a selection

PO 4. Draw defensible conclusions based on events and settings

PO 5. Differentiate fiction, nonfiction and poetry based on their attributes

PO 6. Explain cause and effect within the plot

(Grades 6-8)

PO 1. Describe the setting and its relationship to the selection

PO 2. Describe the motivation of major and minor characters in a selection

PO 3. Draw defensible conclusions, based on stated and implied information according to style, meaning and mood

PO 4. Differentiate fiction, nonfiction or poetry based on their attributes

PO 5. Identify the theme

NOTES

- **R-E4. Identify the author's purpose, position, bias and strategies in a persuasive selection**

(Grades 4-5)

PO 1. Identify the author's purpose and use of details to support the purpose

PO 2. Describe the author's use of strategies to convince or persuade

- bandwagon
- peer pressure
- "loaded" words

PO 3. Identify the author's bias

(Grades 6-8)

PO 1. Identify the author's purpose and use of details to support the purpose

PO 2. Describe the author's use of strategies to convince or persuade

- bandwagon
- peer pressure
- "loaded" words

PO 3. Identify the author's bias

- **R-E5. Evaluate an instructional manual such as assembly directions or user's guide for clarity and completeness**

Note: ***Can be used for 5th and 8th grades, dependent on difficulty of manual used for the assessment***

PO 1. Identify the components of an instructional manual (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)

PO 2. Incorporate information from the illustrations

PO 3. Locate support help in manual or from manufacturer

PO 4. Identify the sequence of activities needed to carry out a procedure

PO 5. Identify information that is either extraneous or missing (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)

- **R-E6. Compare and contrast the historical and cultural perspectives of literary selections**

Note: ***For instructional purposes—not for state assessment***

(Grades 4-5)

PO 1. Compare one author's perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, non-fiction)

PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges

PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view

(Grades 6-8)

PO 1. Compare one author's perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, non-fiction)

PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges

PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- **R-P1. Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence; and making useful connections to other topics to comprehend works of literature and documents**

  PO 1. Extract critical details or elements of literature

  PO 2. Summarize the main points

  PO 3. Make predictions based on evidence presented

  PO 4. Extend ideas presented in the text

  PO 5. Connect prior knowledge to information available

- **R-P2. Recognize, analyze and evaluate an author's use of literary elements such as mood, tone, theme, point of view, diction, dialog and figurative language (e.g., metaphors, allusions, symbolism, similes) in selections of challenging fiction, nonfiction and poetry**

  PO 1. Identify the author's use of literary elements (e.g., theme, point of view, diction, dialog, character, setting, plot and figurative language)

  PO 2. Analyze the author's use of literary elements and figurative language

  PO 3. Support a judgment of the effectiveness of the author's use of literary elements and figurative language

NOTES

- **R-P3. Evaluate the author's persuasive techniques in written selections such as editorials, essays, reviews and critiques**

  PO 1. Distinguish use of fact and opinion

  PO 2. Identify purpose (thesis, point of view, stand) of a selection and the response desired from the reader

  PO 3. Evaluate the author's bias and use of persuasive strategies to accomplish a purpose

  - faulty logic
  - word choice
  - sentence structure
  - propaganda techniques
  - organizational pattern

- **R-P4. Evaluate technical journals or workplace documents for purpose, organizational pattern, clarity, reliability and accuracy, and relevancy of information**

  PO 1. Critique consistency and clarity of purpose

  PO 2. Critique effectiveness of organizational pattern (e.g., logic, focus, consistency, visual appeal)

  PO 3. Evaluate information for

  - relevance
  - clarity
  - understandability
  - logic
  - reliability and accuracy (e.g., expertise of author, appropriate use of statistics, diagrams, charts)

- **R-P5. Analyze classic and contemporary literature selections, drawn from American and world literature, for the universality of themes such as the individual's role in society, interdependence, and the interaction between man and nature**

  PO 1. Draw a logical inference about the theme and support the inference with evidence from the selection (e.g., symbolism, setting, characterization, irony, conflict)

  PO 2. Compare and/or contrast universality of themes with real-life experiences and/or other works of literature

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **R-D1. Analyze complex texts drawn from American and world literature in several historical periods and movements to discern the universality of themes such as the individual's role in society, interdependence, and the interaction between man and nature; and the author's use of literary elements and styles**

- **R-D2. Use a full range of strategies to judge the reliability, accuracy, effectiveness, and persuasiveness of literary criticism and analysis, professional and technical journals, and professional-level reading materials**

- **R-D3. Develop and support a theme or thesis about the craft and significance of a body of literature, both classic and contemporary, from a diverse selection of writers**

NOTES

STANDARD 2: WRITING
(adopted by the State Board of Education 08.07.96)

Students effectively use written language for a variety of purposes and with a variety of audiences.

READINESS (Kindergarten)

Students know and are able to do the following:

- **W-R1. Relate a narrative, creative story or other communication by drawing, telling and writing**

  PO 1. Create a narrative by drawing, telling and/or emergent writing

  PO 2. Create a story by drawing, telling and/or emergent writing

  PO 3. Create a message by drawing, telling and/or emergent writing

- **W-R2. Spell simple words**

  PO 1. Apply letter/sound relationships as emergent writers

- **W-R3. Write the 26 letters of the alphabet**

  PO 1. Copy the 26 letters of the alphabet

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- **W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks**

  PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)

  PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience

  PO 3. Write a first draft with the necessary components for a specific genre

  PO 4. Revise draft content (e.g., organization, relevant details, clarity)

  PO 5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)

  PO 6. Proofread revised draft

  PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)

- **W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks**

  In final copy of student's own writing tasks:

  PO 1. Spell high frequency words correctly

  PO 2. Punctuate endings of sentences

PO 3. Capitalize sentence beginnings and proper nouns

PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)

PO 5. Write legibly

- **W-F3. Write a personal experience narrative or a creative story that has a beginning, middle and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting**

PO 1. Write a narrative

- establish a beginning, middle and end
- use sensory details to describe

-OR-

PO 2. Write a story

- use sensory details to describe setting and characters
- develop a story line with a problem and events leading to a solution

- **W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors**

PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)

PO 2. Write an introductory statement

PO 3. Report events sequentially

PO 4. Write a concluding statement

- **W-F5. Locate, acknowledge and use several sources to write an informational report in their own words**

PO 1. Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet), and report information in their own words

PO 2. Write an introductory statement, followed by details to support the main idea

PO 3. List resources used by title

- **W-F6. Write well-organized communications, such as friendly letters, memos and invitations, for a specific audience and with a clear purpose**

PO 1. Organize content, including necessary components of the selected format for a specified audience

PO 2. Place commas correctly in components unique to letters, memos, invitations (e.g., heading, greeting, closing, address)

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

Note: ***In developing the Essentials Level concepts, students should use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks. See W-F1 for the performance objectives.***

- **W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to comp'ete effectively a variety of writing tasks**

(Grades 4-5)

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophe)

PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)

PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)

(Grades 6-8)

PO 1. Spell correctly

PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)

PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)

PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

- **W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases**

(Grades 4-5)

PO 1. Write a personal experience narrative

- develop a story line in a sequence that is clear
- use descriptive words and phrases

-OR-

PO 2. Write a story

- develop a story line in a sequence that is clear
- develop the characters
- describe the setting
- use dialog when appropriate
- use descriptive words and phrases

(Grades 6-8)

PO 1. Write a personal experience narrative

- develop a story line in a sequence that is clear
- use figurative language or descriptive words and phrases

-OR-

PO 2. Write a story

- develop a story line in a sequence that is clear
- develop the characters
- describe the setting
- use dialog when appropriate
- use simile, metaphor or descriptive words and phrases

- **W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author**

(Grades 4-5)

Note: For instructional purposes—not for state assessment

(Grades 6-8)

PO 1. Use own words except for material quoted

PO 2. Preserve the author's perspective and voice

PO 3. Contain main ideas of event/article/story plus the most significant details

PO 4. Present clearly written and organized information

- **W-E4. Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions**

(Grades 4-5)

Note: For instructional purposes—not for state assessment

(Grades 6-8)

PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement

PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions

PO 3. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject

NOTES

- **W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources**

(Grades 4-5)

PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

PO 2. Use logical sequence (including transitional words and phrases such as first, next, then)

PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources

(Grades 6-8)

PO 1. Write a report in own words (except for materials quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions

PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic, and from a variety of cited sources

PO 4. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject

NOTES

- **W-E6. Write formal communications, such as personal or business letters, messages, directions, and applications, in an appropriate format and for a specific audience and purpose**

(Grades 4-5)

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., first, next, then)

PO 3. Express ideas that are clear and directly related to the topic

(Grades 6-8)

PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

PO 2. Organize ideas in a meaningful sequence using smooth transitions

PO 3. Express ideas that are clear and directly related to the topic

- **W-E7. Write a response to a literary selection by supporting their ideas with references to the text, other works or experiences**

(Grades 4-5)

PO 1. Write a clear response supported with examples from the text, other works or experiences

PO 2. Relate own ideas to supporting details in a clear manner

PO 3. Organize response with a clear beginning, middle and end

(Grades 6-8)

PO 1. State clearly a position that is interpretive, analytic, evaluative or reflective

PO 2. Support inferences and conclusions with examples from the text, personal experience, references to other works or reference to non-print media

PO 3. Relate own ideas to supporting details in a clear and logical manner

PO 4. Provide support adequate to the literary selection (e.g., short poem vs. novel)

- **W-E8. Demonstrate research skills using reference materials such as a dictionary, encyclopedia, and thesaurus to complete effectively a variety of writing tasks**

(Grades 4-5)

PO 1. Implement a research strategy that includes
- selecting appropriate source for a specific research purpose
- utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)
- writing a paraphrase of information from a source
- recording relevant information (e.g., notes, graphs, tables) taken from a research source
- organizing notes and integrating notes into a finished product
- incorporating notes into a finished product

(Grades 6-8)

PO 1. Implement a research strategy that includes
- selecting best source for a specific research purpose
- taking notes that summarize and paraphrase information relevant to the topic
- incorporating notes into a finished product

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

Note: ***In developing the Proficiency Level concepts, students should use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks. See W-F1 for the performance objectives.***

- **W-P1. Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings**

  PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate

  PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)

  PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)

  PO 4. Use parallel structure appropriately

  PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of

  - capitalization
  - standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)
  - spelling, with the use of a dictionary/thesaurus (as needed)
  - punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)

- **W-P2. Write a persuasive essay (e.g., editorials, reviews, essays, critiques) that contains effective introductory and summary statements; arranges the arguments effectively; and fully develops the ideas with convincing proof, details, facts, examples and descriptions**

  PO 1. Write a thesis statement to convey a point of view about a subject

  PO 2. Develop the point of view with ample and convincing support (e.g., details, facts, reasons, examples and descriptions) appropriate to audience and purpose

  PO 3. Create an organizational structure that includes an effective beginning, middle and ending

  PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)

- **W-P3. Write an analysis of an author's use of literary elements such as character, setting, theme, plot, figurative language and point of view**

  PO 1. Develop a thesis that states a position about the author's use of literary elements

  PO 2. Support the thesis with relevant examples from the selection

  PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)

  PO 4. Organize the analysis with a clear beginning, middle and ending

NOTES

- **W-P4. Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual**

  PO 1. State a point of view, position or argument about the subject

  PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an ending

  PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources

  PO 4. Follow the guidelines of a selected style manual consistently

- **W-P5. Write formal communications, such as a résumé, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose**

  PO 1. Establish a clear purpose for a specific audience

  PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication

  PO 3. Include only relevant information

  PO 4. Use language with an appropriate degree of formality

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NOTES

- **W-P6. Write a narrative or story that develops complex characters, plot structure, point of view and setting; organizes ideas in meaningful sequence; and includes sensory details and concrete language to advance the story line**

  PO 1. Write a first- or third-person narrative or story

  - develop a point of view
  - present events in a logical order
  - develop events that convey a unifying theme or tone
  - include sensory details, concrete language and/or dialog
  - use literary elements (e.g., plot, setting, character, theme)

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- **W-D1. Expand writing experiences by experimenting with language, form and genres (e.g., poetry, screen plays and public policy documents)**

- **W-D2. Reflect the subtleties of language and polished literary style in their writings including the power of imagery and precise word choice, and the use of such literary devices as foreshadowing, flashbacks, metaphors, similes, symbolism and idioms**

- **W-D3. Analyze, synthesize, evaluate and apply principles of formal logic in expository writing tasks**

NOTES

STANDARD 3. LISTENING AND SPEAKING

(adopted by the State Board of Education 03.24.97)

Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences.

READINESS (Kindergarten)

Students know and are able to do the following:

- Tell or retell a personal experience or creative story in a logical sequence
- Follow simple directions
- Share ideas, information, opinions and questions
- Listen and respond to stories, poems and nonfiction
- Participate in group discussions

FOUNDATIONS (Grades 1-3)

Students know and are able to do <u>all of the above and the following</u>:

- Use effective vocabulary and logical organization to relate or summarize ideas, events and other information
- Give and follow multiple-step directions
- Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience

- Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience

- Interpret and respond to questions and evaluate responses both as interviewer and interviewee

- Predict, clarify, analyze and critique a speaker's information and point of view

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions

- Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience

- Deliver oral interpretations of literary or original works

- Conduct an interview, taking appropriate notes and summarizing the information learned

- Evaluate the effectiveness of informal and formal presentations which use illustrations, statistics, comparisons and analogies

NOTES

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures

- Deliver creative and dramatic interpretations of literary or original works

- Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school

- Evaluate and improve personal communication skills

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STANDARD 4. VIEWING AND PRESENTING
(adopted by the State Board of Education 03.24.97)

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

READINESS (Kindergarten)

Students know and are able to do the following:

- Recognize and respond to visual messages such as logos, symbols and trademarks
- Identify story events or information from visual media
- Create visual representations of personal experiences through media such as drawing, painting, acting and puppeteering

FOUNDATIONS (Grades 1-3)

Students know and are able to do all of the above and the following:

- Recognize different types of visual media
- Plan and present a report, using two or more visual media
- Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages
- Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions

- Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images

- Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness

PROFICIENCY (Grades 9-12)

Students know and are able to do all of the above and the following:

- Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions

- Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media

- Analyze and evaluate the impact of visual media on the intended audience

DISTINCTION (Honors)

Students know and are able to do all of the above and the following:

- Conduct research to evaluate the impact of language, subject matter and visual techniques used by the media

- Expand abilities in developing multimedia presentations

- Research ethical issues related to the laws, rules and regulations for the use of media

Language Arts Glossary

acknowledge To cite the source of information in a written piece.

address To speak to, to deal with.

adequate Sufficient, competent, satisfactory.

advance To put forward, propose.

allusion An indirect reference to something assumed to be familiar.

analytic Noting relationships, reasoning from the interrelations of a subject.

anticipate To foresee, to realize beforehand.

appropriate Consistent with accepted standards, suited to an end or purpose.

cluster A group of the same or similar elements.

cohesive Consistent, tending to unify.

complex Composite, intricate, complicated.

concrete Precise, specific.

contain To have within, to include, to have as component parts.

contemporary In existence now, present, current, present-day.

convey To communicate or make known.

craft To construct, create.

create To produce through artistic or imaginative effort.

creative Original, inventive, innovative.

credible Worthy of belief because of precision, valid, convincing, true.

credit To acknowledge work done, to cite.

effective Producing a desired effect, efficient.

exclude To reject, to prevent from being included or considered.

expository Explanatory, interpretive.

figurative language Use of figures of speech, symbolic language.

genre Type or class, classification of literature.

good penmanship Readable formation of letters, the art of handwriting.

high frequency word A word that appears many more times than others in ordinary reading material.

idiomatic Pertaining to expressions of language that do not mean what they literally say.

interpretive Serving to explain, explanatory.

K-W-L A reading comprehension strategy to determine what a student knows, wants to know and has learned.

list To itemize, to make a list of.

maintain To support, sustain.

meaningful Effectively conveying meaning, feeling, or mood; important, significant.

metaphor A figure of speech in which a comparison is implied by analogy, but not stated.

paraphrase To restate text or passage in another form or words.

personal experience First-hand experience.

perspective View, outlook.

preserve To keep or maintain intact.

reflective Characterized by or disposed to serious thought; contemplative, deliberative.

relate To give account of, describe, report.

relevant Having a bearing on or connection with the matter at hand.

résumé A brief written account of personal, educational and professional qualifications and experience.

scaffold To build one idea upon another.

sensory Pertaining to the senses.

simile A figure of speech in which two essentially unlike things are compared.

skim To look through reading matter casually.

symbolism Attributing symbolic meanings or significance to objects, events or relationships.

traditional Conventional.